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ABSTRACT

In attracting a good staff, one should stress the characteristics of a small district that might be attractive to recruits: a low teacher-pupil ratio, more opportunities to take leadership roles, opportunity to give more individual attention to students, a greater oppportunity to be part of the community, ability to be closer to one's own children's involvements and needs, and a community bond. Keeping good staff can mean involving the staff in as many things as possible, keeping the staff informed, showing interest in the staff by visiting them at work and recognizing their accomplishments, using every method possible to involve staff in planning and implementing of programs, exploring the leadership abilities in the staff and promoting those capable of leadership, recommending the highest salaries possible, avoiding inbreeding of ideas, and treating all staff as human beings who are needed and wanted and whose work for children is appreciated. (Author/IRT)

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"HOW TO ATTRACT AND KEEP GOOD STAFF IN A SMALL DISTRICT"

Panel Clinic D-66

Annual Convention Clinic Session
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Remarks by
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The small school districts of our country have been the pioneers in so many of the real quality education programs. They have taken the lead in new innovation and methods of learning. Their programs have reflected the philosophy of people they serve. These same people have been involved in program planning, their school board members represent fewer people and therefore are able to know their feelings and the professional staff, though fewer in numbers, is a known and highly respected person.

"How to Attract and Keep a Good Staff in a Small District" is a two-part question. To attract a good staff, one must first know the district and its attractive points which would be desirable by capable applicants.

1. These districts will usually have a smaller pupil-teacher ratio.

2. There will be fewer teachers in a given grade or subject. Therefore, each teacher will have more opportunities to take leadership roles and to have input by giving of his thoughts and ideas.

3. By having fewer students, a teacher can give more individual attention. He knows and guides the educational growth of most students that are in his classes. The teacher will know something of the personal life of these students, their home environments and the type of help they receive from their parents. To see a student or program grow is a great reward.

4. Each staff member will have a greater opportunity to be a part of the community in which the school district serves and its activities. This staff member may see it as a way of establishing his identity by being able to be with the same people in church, civic clubs, and social activities as well as his school obligations.

5. Many staff members, who are parents, feel that a small school system permits them to be closer to their childrens involvements and needs.

6. Former students of a small district seem to be bonded together with a certain kind of dedicated pride. This pride demands more, expects more, and usually brings out the best in programs and individuals.

"How to Keep Staff Members" is a continuous responsibility. Some of my experiences have been:

1. By involving all of the staff in as many things as possible.

2. Keeping them informed. This can be done many ways: by publications, by individual or group meetings, by personal messenger, television, or a planned method of intercom use. But, whatever the method, by keeping them informed.

3. A superintendent needs to show interest in his staff, visit with them at work and recognize their accomplishments.

4. I used every method possible to involve the staff in planning educational programs and the buildings needed to implement them.

5. By exploring the leadership among the staff and promoting those capable when leadership and supervisor positions are available.

6. Seek to find and recommend the highest salaries possible.

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7. Do not become inborn. This causes complacency, loss of interest, and quite often, prejudice feelings.

8. Treat all staff as human beings who are needed, who are wanted, and whose work for children is appreciated.